

Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment
Vision, Values , Aims and Curriculum Rationale

Our Vision, Values and Aims

Our Vision: In Craigdhu Primary School we are:- **READY to PARTICIPATE, READY to LEARN, READY to LEAD**

Our Values : # ENDEAVOUR

- Excellence
- Nurture
- Determination
- Encouragement
- Aspire
- Valued
- Open
- United
- Respected

Our Aims

- To provide a nurturing environment where learners develop their social skills alongside their learning, so they grow into respectful and responsible citizens, ready for life and work.
- To provide all children with stimulating and engaging learning experiences so they can achieve their very best academically.
- To enable staff to meet the needs of all learners through a creative, balanced and pupil-centred curriculum.
- To engage parents and carers as partners in learning and build positive relationships with our partners and members of the wider community.

	IMPROVEMENT PRIORITY	TARGETS
1	<p>Major Priority</p> <p>Learning, Teaching and Assessment</p>	<p>To improve the consistency of learning, teaching and assessment across the school through:</p> <ul style="list-style-type: none"> ● consistent use of learning intentions and success criteria which are shared, co-created and visible ● the use of a variety of formative assessment strategies to inform progress and next steps in learning and teaching ● the improved use of feedback and target setting to inform next steps ● the use of peer and self-assessment ● the development of more robust tracking and monitoring systems that are well-understood and used effectively to secure improved outcomes for all learners ● tracking of data which will demonstrate improvement in attainment levels across the school ● the development and implementation of the Craighdu PS Learning, Teaching and Assessment Policy <p>Quality Indicator 2.3 will be self-evaluated as good.</p>
2	<p>Raising attainment in literacy</p>	<p>To raise attainment in literacy through the:</p> <ul style="list-style-type: none"> ● implementation of the Talk4Writing Approach across the school– Imitation, Innovation and Invention ● moderate standards across the learning partnership group / associated Talk4Writing school ● implementation and review of new reading planners ● development of effective moderation procedures for planning, learning and teaching and assessment from early level to third level ● shared understanding of achievement of a level to ensure robust and consistent professional judgement

3	Enhanced School Ethos	<p>To enhance the ethos and culture of our school to reflect a commitment to children's rights and positive relationships through:</p> <ul style="list-style-type: none">● A shared community understanding of our vision, values and aims● Improved pupil voice through assembly programme, leading learning and pupil SIP groups● Communication strategy – agreed with pupil, parents and staff● Implementation of reviewed positive behaviour policy● Implementation of EDC HWB tracker
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